

**Results
& Perspectives**

2025

ANNUAL

REPORT



A letter from our ED



Dear partners, donors, collaborators and friends,

As we close 2025, I want to express our sincere gratitude for your trust and belief in Spring Communities. We are deeply grateful for the opportunities you gave us to grow alongside you: to expand programs in other areas, strengthen community-centered approaches, learning from the participants and deepen partnerships that are rooted not just in shared goals, but in shared values.

Your support has allowed us not only to continue our work, but to grow together despite a year marked by funding cuts and limited opportunities to travel and build relationships in person. In this context, we are equally grateful to the partners who, year after year, actively connect us to new foundations and collaborators, expanding our network and opening doors that would otherwise remain closed.

Your continued confidence shows that Spring Communities is trusted, relevant, and worth investing in. As we look ahead to 2026, we do so with determination to strengthen our funding base, deepen partnerships, and re-engage more directly where possible. We remain committed to transparency, collaboration, and shared impact.

Thank you for standing with us. We look forward to continuing this work together in the year ahead.

Ruremesha Hugues Hardy

Founder & Executive Director
of Spring Communities





Program reach and coverage

Two young girls share a warm embrace at the IDPs site of Mubimbi, where hundreds of internally displaced families have sought refuge after fleeing the floods in Gatumba.

Year	Number of people reached	Source / Program	Progression (%)	Remarks
2024	15,532	Spring Communities annual report		The difference of 11,818 people reflects the expansion of program coverage and increased impact.
2025	27,370	Program reports	+76%	

-  5 PROVINCES
-  12 COMMUNES
-  62 SCHOOLS
-  24 learning spaces
-  1 incubation center
-  1 community center
-  3 refugee camps
-  1 IDPs site

Population reached	Number	% du total
Children < 5 years	1,743	29.6%
Boys < 18 years	8,112	40.3%
Girls < 18 years	11,018	11.7%
Men ≥ 18 years	3,197	10.9%
Women ≥ 18 years	2,991	1.1%
People living with disabilities	309	
Total 27 370	27 370	100%

Quality Education



Objective: Ensuring quality, inclusive and equitable formal education by strengthening the capacities of schools in order to guarantee access, retention and academic success for all, without discrimination.

Sub domain	Output	Outcomes
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1/1 Curriculum relevance		
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• Educational comic produced by Spring Communities



• Educational tools: 3C Cards and 'My Planet, My Responsibility module' produced by Spring Communities

• **712** targeted learners demonstrate improved attendance, engagement, and participation in school.

• Strengthening **712** learners' engagement in school and community initiatives.

• **712** learners demonstrate enhanced life skills, including critical thinking, understanding of child rights, and decision-making abilities

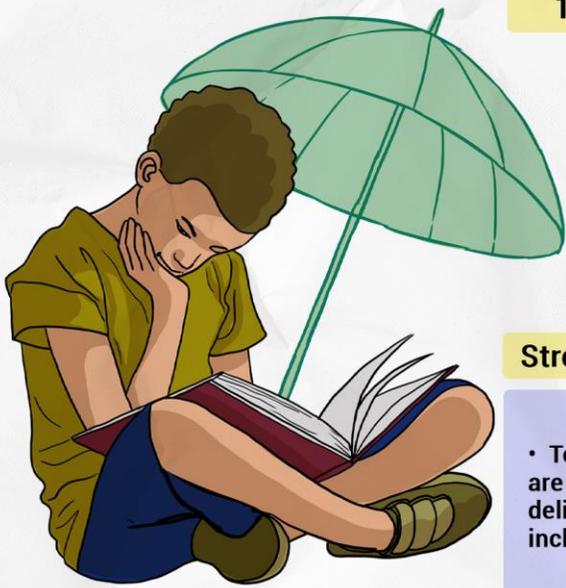
• **400** learners improve their knowledge of environmental protection and climate change, including pollution, deforestation, energy, waste, and biodiversity.

- **65%** of learners improved their school attendance rate among the **712**
- School dropout rate reduced by at least **10%** in the **6** targeted schools
- No school dropout was observed among the youth using the comic book as a learning tool
- Repeating grade rate reduced by 20% among the **712** learners using the comic book as a learning tool

- **90%** of learners are actively engaged in school or community initiatives (peer learning on access to education, child rights protection, and prevention)

- **70%** of learners sustainably strengthen key life skills critical thinking, child rights knowledge, and decision-making leading to active school and community participation,
- Zero cases of early pregnancy recorded among adolescents participating in the BD.

- **60%** of learners engaged in at least one concrete and actionable solution to a local climate-related problem, such as deforestation, plastic pollution



1/2 Curriculum relevance

- **400** Youth are equipped to act as environmental change agents within schools and local communities.
- Sustainable eco-responsible behaviors are adopted by youth, including waste management, natural resource protection, and energy conservation.

- **400** Youth actively participate in the planting and maintenance of trees, contributing to reforestation and improved local environmental quality.
- **120** waste bins across 62 schools have been installed and are maintained by students and school staff, promoting proper waste segregation, responsible disposal habits, and cleaner school environments.
- **70 %** people create decorative objects from recycled plastic materials, promoting creativity, sustainable resource use, and awareness of plastic pollution reduction.
- **500 kg/year** of plastic waste are collected, sorted in schools then transferred to certified recycling enterprises

Strengthened pedagogical and professional skills of teachers

- Teachers' capacities are strengthened to deliver quality and inclusive education.

- **125** teachers are trained and demonstrate enhanced professional capacities in active pedagogy.

- **60%** teachers acquire and apply active pedagogy skills in their classrooms.
- Differentiated assessment tools are effectively applied by **70%** of teachers

Improvement and rehabilitation of school infrastructure

- Construction and rehabilitation of learning spaces in schools

- Rehabilitation of **28** latrines in two schools completed, contributing to improved WASH conditions for learners.

- Improved hygiene practices, including regular handwashing after latrine use.
- **100%** of beneficiary schools report that latrine rehabilitation has enhanced school safety and inclusivity.

Promoting equitable and inclusive access to quality education

- Equal access to education

- **1,500** vulnerable students provided with complete school kits

- **100 %** of students regularly attend classes, supported by access to essential learning materials and services.
- The pass rate of the **1500** enrolled children increased from **69.6% to 72%** (approximately a 3.5% relative increase), reflecting improved academic performance.

- **Sexual and Reproductive Health knowledge (SRH) in schools**

- **470** Youth sports leaders demonstrate significant improvement in SRH knowledge, including puberty, menstruation hygiene, STI/HIV prevention, consent, healthy relationships, and access to SRH services.

- **60%** of Youth sports leaders act as SRH peer educators in their communities, supporting awareness and healthy behaviors.



Livelihood

VISION
EDUCATION
OBJECTIVES
ETHICS
STRATEGY
INSPIRATION
PARTNERSHIP

Objective: Strengthen employability and economic self-reliance of communities by improving access to skills, income-generating opportunities, and sustainable job placement

Sub domain	Output	Outcome
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Employability

Professional Training

100 young people trained in **4** market-oriented trades: Barista & Bartending, Digital Communication & Marketing, Photography, and Interior Design.

- **80%** of the trained youth got into professional internship within **3** months after the trainings
- **15%** of trained youth secured employment remain in work, **6** months after program completion,

50 young early-stage entrepreneurs supported through a structured incubation program combining: Personal development, entrepreneurship fundamentals, Project-based technical training, Individual coaching and internships

80 % of participants build market-responsive portfolios through real client assignments and applied learning project

Provided business structuring support to **20** early entrepreneurs (basic financial literacy, simplified BMC, formalization guidance).

- **97%** of supported entrepreneurs formalized their businesses within **6** months.
- Trained early entrepreneurs report an average income increase of **15–25%** compared to baseline.

Post-Incubation Follow-up

Alumni network activated for peer support and referrals.

- **4** incubated businesses secured **8** financial and technical partnership contracts with larger related companies

Livelihoods

Socio-economic engagement and integration

150 artists able to independently produce marketable artworks.

- The average monthly income of participating artists increases by at least **10%**, reflecting enhanced skills, market access, and economic sustainability

Recycling of **6** tons of plastic waste into eco-friendly pens annually, decreasing environmental pollution and supporting sustainable resource use.

A **30%** increase in the income of young workers directly involved in the pen manufacturing process, contributing to local economic development.

Protection

Objectives: Strengthen the protection and resilience of vulnerable populations, particularly children and women, by ensuring violence prevention, appropriate care, and a coordinated emergency response that guarantees their rights, safety, and dignity.



Sub domain**output****Outcome****Mental health and psychosocial well-being (MHPSS)****Psychosocial support in emergency**

- **1,057** children received MHPSS care, enhancing emotional well-being and resilience.
- **552** children accessed integrated psychosocial support, fostering holistic social-emotional development.
- **560** adults benefited from **EMDR*** interventions, improving coping skills and recovery from trauma.

- **88%** of children demonstrate measurable improvements in emotional well-being and resilience following MHPSS interventions.
- **92%** of children show enhanced social-emotional development and coping capacities after integrated psychosocial support.
- **93%** of adults demonstrate strengthened trauma recovery and coping mechanisms through EMDR interventions.

Safe spaces for children's psychosocial development in Emergency.

- **1,569** children accessed protection services that enhance their emotional well-being and resilience

- **90%** of children accessing protection services demonstrate enhanced emotional regulation and adaptive capacities."

Case management for children with specific needs in refugee camps

- **52** children were provided with alternative care arrangements or family reunification in refugee camp to , ensure their protection, stability, and continuity of psychosocial support

- **90%** of children received alternative care, including family reunification, resulting in improved protection, and stability"

In-kind Assistance and Resource Provision

In kind assistance

- **348** Mpox survivors assisted with in-kind psychosocial support for social reintegration

- Improved psychosocial well-being and successful social reintegration of **348** Mpox survivors. beneficiaries strengthen their resilience, restore confidence and social acceptance, and fully participate in community life.

• Establishment of clubs or activities to strengthen children's resilience and psychosocial well-being

Youth Running Club

- **100** children regularly participate in Youth Running Club sessions aimed at strengthening resilience and psychosocial well-being

- **85%** of children improve their self-confidence, emotional skills, and psychosocial well-being, enhancing their ability to manage stress, make positive choices, and strengthen their personal capacities.

Partnerships

A photograph of four young boys in a classroom setting. They are gathered around a wooden table, holding a yellow and black soccer ball together. The boy on the far left is wearing an orange t-shirt and looking towards the camera. The boy next to him is wearing a light blue shirt and looking towards the camera. The boy next to him is wearing a white shirt and looking towards the camera. The boy on the far right is wearing a striped shirt and looking towards the camera. The background shows wooden desks and a wall with some papers or notices.

Objectives: Strengthening collaboration with strategic partners to enhance program reach, effectiveness, and sustainable impact for communities

Results and Indicators

Indicator	target	Reached	Comment
# of partners	11	6	Some potential partners were restructuring or reprioritizing programs, delaying partnership formalization

Impact

Established partnerships strengthened organizational capacity, expanded program reach, and improved program effectiveness, contributing to sustainable impact for beneficiaries



Lessons Learned and Future Outlook

A photograph showing two men standing in front of a newly rehabilitated latrine block. The building has white walls and bright blue doors. One man is wearing a green vest with the 'Spring Communities' logo and a green hard hat, while the other is in a dark vest with the same logo. They appear to be inspecting the facility. The background shows trees and a wooden structure.

Spring Communities rehabilitated 8 latrine blocks at ECOFO Kigwati and ECOFO Village de Développement in Mutimbuzi Commune, providing more than 2,500 students with access to clean, safe, and functional sanitation facilities, and improving hygiene and health standards in schools serving low-income communities.

Key Achievements:

- **Education as resilience lever:** Pass rate increased from 69.6% to 72%, showing improved learning through better materials and teacher training.
- **Infrastructure matters:** Latrine rehabilitation reinforced safe, inclusive school environments, especially benefiting girls.
- **Integrated approach works:** Zero dropout rate in learning spaces demonstrates that combining educational support with pedagogical tools is a key factor in student retention.
- **Addressing health needs:** Over 24,000 beneficiaries accessed psychosocial support, highlighting critical community mental health needs.

Challenges:

- **Partnerships:** Targets not fully met due to partner restructuring; diversification needed.
- **Capacity pressure:** 76% increase in beneficiaries requires ongoing institutional strengthening.
- **Inclusion:** Persons with disabilities represent only 1.1% of beneficiaries; targeted strategies needed.

Future Outlook:

- Expand geographic coverage and optimize centers to sustain youth employability.
- Scale up educational tools beyond 10 pilot schools to improve learning outcomes.
- Strengthen economic autonomy via labor market links and career guidance.
- Formalize pending partnerships and explore local funding for sustainability.
- Integrate psychosocial support across programs to maintain high mental well-being gains (90% improvement).

Success stories



Mlelei Egide

Egide, a member of the Hub of Inspiration at Lycée Communal Migera has honed since 2023 his skills through the educational resources available to him.

Even after leaving school during the 2023-2024 academic year, he remained active within the Hub, which helped him regain his motivation for studying. He returned to school in 2024-2025 and finished top of his class in the first term. He also demonstrates leadership by creating an English club and a Kiswahili club to help other students learn languages. His journey highlights the importance of community-based educational spaces for academic success.



Fabrice Ndayikengurukiye

When Fabrice first connected with Spring Communities, he was a young person searching for purpose while growing up in an underprivileged community. Through the organization, he received practical training alongside other young boys and girls who were recycling plastic waste at the Nanje Nobaho Centre.

During this time, Fabrice developed valuable skills in transforming waste materials—such as plastic bottles and wood—into useful and creative products. Over the four years he spent with Spring Communities, he gained hands-on experience producing lampshades, chairs, keychains, furniture, and decorative items made from recycled plastic and wood.

When he felt ready to take the next step, Fabrice asked for our support to start his own business. Today, he is able to secure his own contracts and earn a steady income. This has enabled him to contribute to his family's livelihood and help support his siblings' education.



Ngendakumana Chemsá

Chemsá is a 16-year-old head of household who has found new determination since the start of Bakure Neza, a project implemented by Spring Communities in partnership with Save the Children. She now manages a small food trading activity and raises rabbits behind her home.

With the profits she earns, Chemsá can now regularly provide two meals a day for her family—something that was not possible before. These achievements have strengthened her confidence and her ability to support her sisters.

Today, Chemsá says she feels stronger and less alone. Through her new economic activities and the psychosocial support she receives, she is gradually rebuilding her life and beginning to imagine a safer future.





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Photo & illustration credits

Cover Page:

A young girl from the Inspiration Hub at Lycée Municipal de Cibitoke shares a joyful moment while participating with her peers. Inspiration Hubs are school-based spaces established by Spring Communities that provide a safe and supportive environment for learning. They serve as important platforms where student members can be educated and actively engaged on critical social issues.

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